

**21ST CENTURY COMMUNITY LEARNING CENTERS
GRANT APPLICATION**

2010-2011



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21ST CENTURY COMMUNITY LEARNING CENTERS GRANT APPLICATION

2010-2011



I. Background

The Vermont Department of Education (VTDOE) invites schools, non-traditional educators, and community-based organizations to apply for 21st Century Community Learning Center (21st CCLC) partnership grants for the purpose of providing high-quality afterschool¹ learning opportunities for students who attend schools where 30% or more of the students are from low-income families (free/reduced lunch assistance) and where the need for improved student performance is well documented.

Competitive grants will be awarded to school and community partnerships that show the greatest promise of supporting the attainment of three performance goals adopted by the Vermont State Board of Education:

Performance goal 1: By 2013-2014, all students will reach high standards, at a minimum attaining proficiency or better in reading/language arts and mathematics.

Performance goal 2: All limited English proficient students will become proficient in English and reach high academic standards, at a minimum attaining proficiency or better in reading/language arts and mathematics.

Performance Goal 5: All students will graduate from high school.

Vermont's 21st CCLC program will be assessed by the U.S. Department of Education primarily on the basis of the state's progress toward meeting these three goals. Hence, a connection must be evident between the programs carried out using 21st CCLC resources and progress at the local level in meeting the three goals.² To document these connections, all grantees will be required to furnish both qualitative and quantitative information to show evidence of program impact on learning. To help ensure the likelihood of program impact on learning, the Vermont 21st CCLC program office will communicate with and assist grantees on a regular basis.

¹ Throughout this grant application, the term "afterschool" program refers to learning opportunities (programs, classes, & activities) provided outside the regular school day and may include programs that take place before school, after school, evenings, weekends, summers, or during school vacation days.

² See Appendix F for examples of information to document program impact

II. Eligible Grantees:

Eligible applicants include local educational agencies (LEAs); community-based organizations (CBOs); other public or private entities, including faith-based organizations, or a consortium of two or more agencies, organizations, or entities. Municipalities may also apply. Please consult the 09-10 free and reduced eligibility report for 2010 at:

http://education.vermont.gov/new/html/pgm_nutrition/school_nutrition/program_info.html

for information to determine which schools are eligible to partner with community-based organizations or other public or private entities in applying for funding under Title IV-B, 21st Century Community Learning Centers. Schools with 30 percent of free and reduced lunch assistance rates are eligible to apply. When the 2011 eligibility report is released, rates within that report may also be used to determine eligible applicants for this competition.

Eligibility may also be determined through calculation of poverty based on the lunch assistance percentages of feeder schools.

III. Award Amounts and Duration:

An estimated \$1,000,000 will be available for dispersal under this grant competition dependent upon federal funding remaining at its current level. The minimum 21st CCLC grant award is \$50,000 per year. CLCs serving rural areas are encouraged to include a sufficient number of schools or CLC sites to justify the minimum grant award of \$50,000.

New Programs: The maximum range for a single site grant award is \$100,000-\$125,000. If multiple sites are included within a grant application, the maximum award range is \$80,000- \$100,000 per site. Grants will be for five years provided that annual program objectives are met and all reporting and monitoring requirements are successfully fulfilled. For first-time recipients of a 21st CCLC grant, pending availability of federal funds and program performance, grant awards will be funded at 100% for the first three years of funding. In year four, programs must show a sustainability base and the applicant will receive 75% of the initial grant award. In year five, the applicant will receive 65% of the initial grant award. At no time may the grant awards amount to less than \$50,000 a year.

Existing 21st CCLC programs: grantees are eligible to apply for expansion grants. Existing grantees are expected to demonstrate a high level of performance and sustainability in order to receive any additional funding under this competition. For existing grantees, pending availability of federal funds and program performance, grant awards will be funded at 100% for the first three years of funding. In year four, programs must show a sustainability base and the applicant will receive 75% of the initial grant award. In year five, the applicant will receive 65% of the initial grant award. At no time may the grant awards amount to less than \$50,000 a year.

IV. Requirements

Absolute Priority: The VTDOE will make awards *only* to eligible entities that serve students who primarily attend-

- ☐ Schools that serve a high percentage of students from low-income families; AND the families of students served by the 21st CCLC program.

Additional Priorities: The VTDOE will give competitive priority to applications that-

- ☐ Propose to serve children and youth in schools identified as in need of improvement under the state's accountability system.

Location of 21st CCLC Programs: Typically, CCLC programs and activities are carried out at school sites. However, programs may be located at facilities other than a school if:

- ☐ The site is at least as available and accessible as it would be at the school site; and
- ☐ The LEA, school district, and/or school(s) are in agreement on the alternate site;
- ☐ A clearly defined plan of communication between the alternate site and the school is in place; and
- ☐ Safe transportation between the school and the alternative site has been arranged (funding for transportation is an allowable grant expense).

V. Allowable Uses of Funds

In preparing the application, applicants should be mindful of the federal requirements that define allowable uses of funds.

Local grantees are limited to providing activities within the following list:

- ☐ Remedial education and academic enrichment learning programs, including providing additional assistance to students to allow them to improve their academic achievement;
- ☐ Reading, mathematics and science education activities;
- ☐ Arts and music education activities;
- ☐ Entrepreneurial education programs;
- ☐ Tutoring services (including those provided by senior citizen volunteers) and mentoring programs;
- ☐ Programs that provide after-school activities for limited-English proficient students that emphasize language skills and academic achievement;
- ☐ Recreational activities;
- ☐ Telecommunications and technology education programs;
- ☐ Expanded library service hours;
- ☐ Programs that promote parental involvement and family literacy;
- ☐ Programs that provide assistance to students who have been truant, suspended, or expelled, to allow the students to improve their academic achievement; and
- ☐ Drug and violence prevention programs, counseling programs, and character education programs.

The above uses of fund use should be designed to link with and complement the regular academic program of participating students.

Additional federal regulations are articulated in OMB Circular A-87 (if the applicant is a school) or, in education agency regulations (34 CRR 76 & 80).

Note: Applicants are reminded of their obligation under **section 504 of the Rehabilitation Act** which states that no qualified handicapped person shall, on the basis of the handicap, be excluded from participation in, be denied the benefits of, or otherwise be subjected to discrimination under any program or activity which receives or benefits from Federal financial assistance.

Note: Title IX (Uniform Provisions) of the No Child Left Behind Act

School districts are mandated to consult with private school administrators about their students' needs and how they can be addressed via federal programs. This must occur in a timely and meaningful way during the design and development of the program. School districts must provide equitable services to private school students and their families if those students are part of the target population. **The Department strongly recommends that documentation of this process be maintained for auditing purposes.**

VI. Due Date

An electronic copy of the entire application must be received by Emanuel Betz at the Vermont Department of Education (emanuel.betz@state.vt.us) no later than **11:59 p.m. on February 11, 2010**. Please include a scanned or PDF copy of the MOA and all signature pages with your submission. Hard copies will not be accepted. An email will be returned the day the application is submitted confirming it has been received.

VII. Timeline:

Notification of Grant Application	Sept 1, 2010
Intent to Apply Due Date	November 19, 2010 (see Appendix H)
Application Due Date	February 11, 2011
Awards Announced	April 29, 2011
Awards Begin	July 1, 2011

VIII. Grantee Workshops and Technical Assistance

Grantee workshops will be held on the days listed below. Key information will be presented and there will be time in the afternoon for team planning and individual assistance. Additional dates will be made available for applicants as needed. Exact locations will be confirmed in an e-mail to participants.

- Thursday October 14 9a.m.-3 p.m. Golden Eagle Resort Library , Stowe
- Friday October 22 9a.m.-3 p.m. Vermont Technical College, Morey Lounge, Randolph

Attendance at these workshops is strongly recommended. Please confirm your attendance by e-mailing your name, affiliation and contact information to emanuel.betz@state.vt.us. Contact Emanuel Betz (802) 828-0557 to schedule an appointment or to discuss any questions about this document. In addition, visiting existing programs is highly recommended.

IX. Components of a High-Quality After-School Program

The Vermont Department of Education identifies ten elements of high-quality afterschool programming. In order to be successful in this competition programs should include all of the following:

- Strong and Effective Afterschool Program Leadership
- Linkages to the School Day
- High-Quality Staff
- Safe and Appropriate Environments
- High-Interest Programming
- School Leadership Support
- Attention to Serving Regular Attendees
- Strong Instructional Leadership
- Flexible Structures and Student Choice
- Effective Community Partnerships

Prospective applicants are strongly encouraged to review the following Web sites when considering whether or not to pursue a CCLC grant.

- <http://vermontafterschool.pbworks.com/>
- http://education.vermont.gov/new/html/pgm_federal/21st_CCLC.html
- <http://www.gse.harvard.edu/~hfrp/>
- <http://www.ed.gov/programs/21stcclc/resources.html>

X: 21C Alignment with *Transformation Initiative*

The vision of educational *Transformation* is strongly linked to the 21C funding stream. Transformation means focusing on student learning by creating educational environments that respond to the needs of students, provide flexible environments rich with 21st Century tools, and expect students to demonstrate deep understanding through a variety of means.

21c funds can be used to support systemic change by implementing whole school or community extended learning opportunities for students. 21c funds support transformation through allowable activities that occur during non-school hours that complement a school day program.

Examples of ‘educational environments’ that are fundable in line with *Section V allowable uses of funds* include:

- “Afterschool”
- “Extended Learning Opportunities”
- “Extended Day”
- “Summer Learning”
- “Before School”
- “On-line Education”
- “Community-based learning”
- “Personalized Learning”

New proposals that align clearly with *transformation* on a systemic level and are reasonable and necessary may request funds greater than the maximum range allowed in Section III. These proposals must be pre-approved through a more detailed letter of intent.

For more information on transformation:

<http://education.vermont.gov/new/html/dept/transformation.html>

XI. Narrative Guidelines & Requirements

Provide NO MORE THAN FIFTEEN PAGES OF NARRATIVE (12-point font, single-spaced), plus NO MORE THAN TWENTY PAGES OF SUPPORTING DOCUMENTS including budget and budget narrative. You must include all the required documents in the appendices and do not count these pages in your total. DO NOT include any letters of support.

All applications must include an assurance page with the signatures of the executive officers of partner organizations or individuals (for schools, this means superintendents and principals).

Structure your narrative by addressing the following:

1. Planning (5 points)

- A. Provide a brief summary of the planning process used to submit this application. Using cover sheet B, list the planning meetings and writing sessions that occurred to create this application.

2. Program Need (10 Points) (no more than 3 pages)

- A. **Community Need.** Provide an evaluation of the community needs including the needs of students and their families. (5 points)
- B. **Family Needs and Student Learning.** Describe how the proposed programs will address the needs of students and their families (including the needs of working families) and how the programs are expected to improve student learning, including learning in core academic areas such as reading/language arts, mathematics, or science. (3 points)
- C. **Principles of Effectiveness.** Describe how the program will be based on the following "principles of effectiveness" (2 points):
- Scientifically based research that provides evidence that the program will help students meet state and local student academic achievement standards
 - An assessment of objective data (see data sources listed in Appendix F of this application) regarding the need for the out-of-school programs
 - An established set of performance measures aimed at ensuring the availability of high-quality academic enrichment opportunities, particularly in reading, language arts, mathematics, and science

3. Program Design (40 Points)

- A. **Program Description.** Describe the range and type of programs (afterschool, before school, summer, weekend, and/or evening) that will be offered. Specify the number of regular attendees served and the numbers of students that will be served and their ages or grade levels. Include an expected daily schedule, staff qualifications and staffing ratios, and information on how many hours per day, days per week, and weeks per year the programs will be offered. If programs will be offered at more than one site, include information on the number of sites and the range of programming at each. For existing programs, provide a one page addendum summarizing the performance outcomes from the past five years. (15 points)
- B. **Elements of High-Quality Programming.** Describe how the elements below will be addressed and incorporated into the Program Design. (25 points)
- 1) **Linkages to the School Day.** Describe the ways in which the program will be connected to the regular school day (e.g., shared staff, space, training, policies, curriculum, leadership support, instructional methods, etc.).
 - 2) **High-Quality Staff.** Who will be hired to teach in the afterschool program? What standards will be set to recruit and retain high-quality staff? What professional development training will staff participate in and why?
 - 3) **Safe and Appropriate Environment.** Describe what actions will be taken to ensure that every child is physically and emotionally safe in the program.
 - 4) **High-Interest Programming.** Describe the type of programming that will be offered for each age level. What efforts will be made to ensure that programming is student-centered and that that every participant has a high interest in what he/she is doing?
 - 5) **Regular Attendees.** How will program schedules and offerings be designed to encourage and support regular participation among students?
 - 6) **Instructional Leadership.** What expectations will be set for afterschool instructors with regards to lesson planning, course development, and student outcomes?
 - 7) **Flexible Structures and Student Choice.** How will the program ensure that each participating student is offered a variety of age-appropriate learning and enrichment opportunities? How will the program use flexible structures and varied instructional activities to accommodate students with different learning needs and learning paces?

4. Program Management (10 Points)

- A. **Program Leadership.** Each application must include a director at a minimum of 30 hours per week. In hiring a director for the program, what types of qualifications and background experience will be required? What characteristics are you looking for in a director and how will this person fit into the existing structure of the organization? (3 points)
- B. **School Leadership Support.** How will the program connect with and support the regular school day? In what ways will the school principal, superintendent, or other school leaders support the program? (3 points)
- C. **Information Dissemination.** How will the organization disseminate information about the program, including evaluation results, to the community in a manner that is understandable and accessible? (2 points)
- D. **Transportation.** Describe the transportation plan for how students will travel safely to and from the program and home. (1 point)

- E. **Volunteers.** Describe how you will use volunteers, including qualified seniors, in the running, oversight, and promotion of the program. (1 point)

5. Program Evaluation (5 Points)

- A. **Program Goals and Objectives.** Identify the areas of primary focus for your evaluation and describe the measurements you will use to determine success including clearly defined program goals, numeric objectives, and specific outcomes. Include a description of who will carry out the work of the evaluation plan and evidence that the plan is realistic. (5 points)

6. Budget and Budget Narrative (10 Points)

The budget and budget narrative must demonstrate a detailed and logical connection to the goals of the project and should be specific enough to give reviewers a clear idea of your priorities and the focus for funding. At a minimum, the budget must include:

- A. **Budget Items.** Provide a detailed budget including separate line items for staff (direct service), administration (non-direct service), social security, health benefits, supplies, equipment, transportation to and from the program, staff travel, professional development, and contracted services. The budget line item descriptions must include sufficient detail (e.g., number of hours work per week at what rate of pay and for how many weeks per year). (5 points)
- B. **Budget Narrative.** Provide a detailed narrative describing how the items within the budget support the goals of the project. (5 points)

7. Capacity for Success and Sustainability (20 Points)

- A. **Memorandum of Agreement between Key Partners.** Using the Memorandum of Agreement (MOA) form that is included with this application as a starting point, develop and submit a signed MOA that defines the service and program implementation agreements between the key partners. The MOA should describe the nature and details of the partnerships between the LEA(s), community-based organization(s), and other public or private organization(s) or partners with evidence that teachers, parents, principal(s), district and/or community leaders were involved in designing the proposed programs and will assist in their implementation. Key partners are directly responsible for the implementation of the program. Partners can be individual leaders. (10 points)
- B. **Sustainability Plan.** Describe the plans for the continuous strengthening of the partnership between the local educational agency, community-based organization, and another public or private organization (if appropriate), including plans for continuing the proposed programs beyond the 3-5 year period of grant funding. Attach a preliminary sustainability plan chart. (10 points)

Competitive Priority Points

5 Priority Points:

- 5 points-Applying school is a school identified in need of improvement.
- OR**
- 5 points-Applying district is a district identified in need of improvement.

XII. Required Assurances:

Each application must contain assurances that:

- The program will take place in a safe and easily accessible facility
- Transportation and program access will be addressed
- The program was developed and will be carried out in *active* collaboration by eligible schools, parents, and other entities such as community-based organizations, including faith-based organizations, institutions of higher education, or a consortium of such entities
- The program will primarily target students who attend schools with high poverty
- Funds under the program will be used to increase the level of State, local and other non-Federal funds that would, in the absence of these Federal funds, be made available for authorized programs and activities, and will not supplant Federal, State, local, or non-Federal funds
- The community was given notice of the applicant's intent to submit an application, and
- After the submission, the applicant will provide for public availability and review of the application and any waiver request
- The school district will share necessary student data with partners in compliance with FERPA regulations
- The work product in the grant application is the original work of the applicant and its agents who worked on the application.

XIII. Selection Process

All applications will be read and reviewed and scored by independent readers. Each question can receive points up to the maximum that is indicated. There are 100 potential points, not counting bonus points. After the independent readers rate the applications, a review panel comprised of persons with extensive experience in such areas as 21st Century Community Learning Centers, out-of-school time programs, education, school improvement, and community based learning will review the readers' scores and rate the quality of the application and the capacity of the applicant to successfully implement what has been proposed.

To the extent practicable, funds will be distributed equitably among geographic areas within the state, including urban and rural communities.

XIV. Grant Award Decisions and Disposition of Applications

The Department reserves the right to award in part, to reject any and all applications in whole or in part, and to waive technical defects, irregularities or omissions if, in its judgment, the best interest of the students would be served. After receiving the grant application, the Department reserves the right not to award all grants, to negotiate specific grant amounts, and to select certain grantees regardless of points awarded as part of the evaluation process to meet federal requirements or State Board of Education priorities. In addition, the Department reserves the right to change the dollar amount of grant awards.

All awards are subject to availability of federal funds. Grantees will be required to sign a grant agreement with the Vermont Department of Education.

XV. Other Requirements

Each year, grantees are required to submit progress reports and/or Annual Performance Reports (APR) that describes project activities, accomplishments, and outcomes. The two purposes of these reports are to: (1) demonstrate that substantial progress has been made toward meeting the objectives of the project as outlined in the grant application, and (2) collect data that addresses the performance indicators for the 21st Century Community Learning Center program.

A funded applicant must commit to:

- (1) Participating in any evaluation activities conducted by the Vermont State Department of Education and the U.S. Department of Education. This may include site visits and interviews of staff, parents, students and educators; completing and returning evaluation documents.
- (2) Sending a representative team to Department of Education Technical Assistance Trainings and grantee meetings as required- not to exceed five days per year.
- (3) Applicants may be asked to clarify certain aspects of their applications. Finalists may be asked to participate in subsequent activity such as an oral interview or to receive an onsite visit to clarify application information. Applicants will be contacted if such information is necessary.

XVI. Note regarding plagiarism

If a discovery of plagiarism is made known or brought to the attention of officials at the Department of Education during a grant competition, then at the discretion of the Department, the Department has the right to remove the grant application for funding consideration because of the occurrence of cause.

Appendix A

Application Checklist

- ☐ **Cover pages A and B**
- ☐ **Assurance and Signature Page**
- ☐ **Sustainability Assessment Tool Used But Not Submitted**
- ☐ **Preliminary Sustainability Plan**
- ☐ **Memorandum of Agreement between Key Partners**
- ☐ **Application- Planning**
- ☐ **Application - Program Need**
- ☐ **Application- Program Design**
- ☐ **Application- Program Management**
- ☐ **Application- Program Evaluation**
- ☐ **Application- Budget and Budget Narrative**
- ☐ **Application- Capacity for Success and Sustainability**
- ☐ **Attachments organized and proofread**
- ☐ **Application proofread**
- ☐ **Application emailed to VT-DOE**
- ☐ **Signatures and Assurances scanned and emailed to VT-DOE**
- ☐ **Copies made for applicant**

Appendix B

**21st CENTURY COMMUNITY LEARNING CENTERS
COVER PAGE A**

APPLICANT: _____
(i.e. Supervisory Union, CBO, FBO, or School)

CONTACT
PERSON: _____

ADDRESS: _____ ZIP _____

E-Mail _____ Telephone: _____ FAX: _____

List Partnership School(s) :

School _____ Free and Reduced Lunch _____%

School _____ Free and Reduced Lunch _____%

School _____ Free and Reduced Lunch _____%

School _____ Free and Reduced Lunch _____%

School _____ Free and Reduced Lunch _____%

School _____ Free and Reduced Lunch _____%

- ☐ Feeder model used for eligibility
☐ Expansion grant is being requested by an existing grantee

Grant Amount Requested:

- ☐ 5 year grant request
1st Year request \$ _____
2nd Year request \$ _____
3rd Year request \$ _____
4th Year request (75%) \$ _____
5th Year request (65%) \$ _____

**21st CENTURY COMMUNITY LEARNING CENTERS
COVER PAGE B**

List Partners:

Who will be the fiscal agent for this grant? _____

Contact Person: _____

Address: _____

City: _____ State: _____ ZIP _____

E-mail: _____ Phone: _____ Fax: _____

Who was the lead grant writer for this application? _____

Email: _____ Telephone _____

List planning meetings and writing sessions that occurred to create this application

Purpose	Participants	Hours Worked
---------	--------------	--------------

_____	_____	_____
_____	_____	_____
_____	_____	_____
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_____	_____	_____
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_____	_____	_____
_____	_____	_____
_____	_____	_____

Appendix C

Assurance and Signature Page

- ☐ The program will take place in a safe and easily accessible facility
- ☐ Transportation and program access will be addressed
- ☐ The program was developed and will be carried out in *active* collaboration by eligible schools, parents, and other entities such as community-based organizations, including faith-based organizations, institutions of higher education, or a consortium of such entities
- ☐ The program will primarily target students who attend schools with high poverty
- ☐ Funds under the program will be used to increase the level of State, local and other non-Federal funds that would, in the absence of these Federal funds, be made available for authorized programs and activities, and will not supplant Federal, State, local, or non-Federal funds
- ☐ The community was given notice of the applicant's intent to submit an application, and after the submission, the applicant will provide for public availability and review of the application and any waiver request
- ☐ The school district will share necessary student data with partners in compliance with FERPA regulations
- ☐ The work product in the grant application is the original work of the applicant and its agents who worked on the application.

By signing below you agree to honor the above assurances.

LEA SIGNATURES:

_____ Superintendent	_____ Date
_____ Principal	_____ Date
_____ Principal	_____ Date
_____ Principal	_____ Date

PARTNER SIGNATURES:

_____ Organization	_____ Signature	_____ Date
_____ Organization	_____ Signature	_____ Date
_____ Organization	_____ Signature	_____ Date

Appendix D**Sustainability Assessment Tool**

*This is a tool and **SHOULD NOT** be submitted as part of the application*

Sustainability Strategy	Existing	Exploring	No Interest	Comments
Partnerships				
Do you have active partnerships with local organizations in the community (colleges, businesses, libraries, volunteer organizations)?				
Are you using programs that bring funding/staffing/services with them to your program?				
Do you have an active partnership with your PTO/PTA?				
Are you affiliated with or do you come under a larger organization?				
Do you have people on your advisory team with expertise in areas that may help in sustaining your program (grant writing, proof reading, fundraising, connections to funding sources, etc.)?				
Are there other people or organizations that can take on some of the work?				
Are you asking others for reduced rates, free printing, and borrowing equipment and/or transportation, etc?				
Do you have a communication plan?				
Have you communicated your successes and needs with others?				

Local Funding and Allocations				
Have you sought funding from the school board(s) for the school(s) served by your programs?				
Have you sought funding from the supervisory union?				
Have you sought funding from the town?				
Have you considered being a Supplemental Educational Service Provider?				
Are you using funds from No Child Left Behind? (21 st Century, Title Funds)				
Do you currently run, or are you planning, any fundraisers?				
Do you have a group of volunteers committed to fundraising efforts?				
Are you soliciting businesses for help, contributions, or scholarships?				
Do you currently have, or are you considering applying for, a non-profit 501(c)(3) status?				
Fees				
Do you collect fees from families, or do you anticipate collecting fees, for the services provided?				
Do you have a fee scale developed?				
Grants				
Do you have a grant writer identified?				
Have you explored or applied for State of Vermont funding sources?				
Have you explored or applied for federal funding sources?				
Have you explored or applied for private funding sources?				

Have you explored or applied for funding through the Vermont Children's Trust Fund?				
Subsidies and Reimbursements				
Is your program a licensed after school care facility?				
If you are a licensed program, do you collect reimbursement from the Vermont Department for Children and Families or have an application with the Child Development Division?				
If you are a licensed program, have you applied for funding through the Vermont Department for Children and Families?				
If you are a licensed program, have you applied for the STARS program through the Vermont Department for Children and Families?				
Have you explored the Child and Adult Care Food Program for snack reimbursements?				
Other Strategies				
Do you know of other sustainability strategies not listed above?				

Appendix E**Sample Sustainability Plan Chart**

This chart can be attached to the application narrative to answer question 6

Describe your sustainability plan components

Area*	Strategy**	Financial Goal***	Details
<i>Examples:</i> Partnerships	<i>Develop partnerships with new out of town program providers and individuals</i>	<i>\$5000 by June 30, 2008 of in-kind support</i>	<i>-Get three retired teachers from local area -Develop college based program options - Build artist collaboration with local potters</i>
Fees	<i>Bring in \$5000 per year in fees by year two without turning away a single low income student</i>	<i>\$2500 in fees by June 30, 2005 \$5000 in fees by June 30, 2006</i>	<i>-Fee structure will follow a break even model for each class - Free slots will be offered to all low income students</i>
Other	<i>Get 1 sponsor for each session (2 months) of programming</i>	<i>\$100 per session or \$500 by 6/30/05 \$200 per session or \$1000 by 6/30/06 \$400 per session or \$2000 by 6/30/07</i>	<i>Sponsor gets guest column in local newspaper Sponsor is recognized in 1 public forum and in posters around town</i>

Area* There are many sustainability “areas” in bold in the tool. Choose an area for each strategy.

Strategy** Describe the sustainability strategy

Financial Goal*** Set a one time or annual target(s) for each strategy including the deadline

Appendix F

Examples of qualitative and quantitative information that may be submitted to document program impact on learning.

- Program attendance data
- School attendance data (absence, tardiness, truancy)
- Participant hours
- Volunteer hours
- Program hours
- Grades, grade-point averages
- Homework completion data
- Percent of students meeting annual performance targets
- NECAP data
- Vermont Developmental Reading Assessment (VT-DRA)
- Achievement tests
- Search Institute Developmental Asset Survey
- Youth Risk Behavior Survey (YRBS)
- Vermont portfolios
- Discipline data
- Dropout rates
- Act 51 report
- Prevention data
- Student assistance program data
- School nurse data
- Guidance counselor data
- Surveys of teachers, students and parents
- Evidence of using community resources
- Other locally designed/selected assessments

Appendix G

Sample Memorandum of Agreement (MOA) between Key Partners

I. Parties of the Memorandum of Agreement

The parties would include the partners who are providing services and/or financial support to the afterschool program.

II. Purpose

The purpose of this MOA is to establish an agreement among the above mentioned parties concerning their respective roles and responsibilities for implementation of a 21st Century Community Learning Center (CCLC) Grant from the Vermont Department of Education.

This agreement is to establish and coordinate joint processes and procedures for the provision of afterschool (including summer, before school, weekends, evenings, inservice days, vacation breaks, etc.) programs for students, family engagement activities, staff development, supervision, and program evaluation.

III. Duration of the Agreement

The agreement should be for a period of at least one year and up to the five years of the grant.

IV. 21st Century Community Learning Centers Vision and Overview

Since the MOA is intended to describe and detail how partners will contribute to the establishment and maintenance of the afterschool program, it is important that all partners to the MOA share a collective vision for the program and have a common understanding as to the scope and purpose of the program. The description provided under this section will serve as a critical framework for the program as it makes decisions on the implementation of the 21st CCLC grant.

V. Duties of Parties

Suggested language follows. Local areas have the flexibility to tailor language to meet local needs.

In this section, the responsibilities and agreements of each party is described separately.

For the lead agency or organization, the responsibilities and agreements would include:

- Serve as the fiscal agent for the grant.
- Hire, fund, supervise, and evaluate the position of the project director and any other position hired through that agency.
- Dispense funds from the 21st CCLC grant to partner agencies, as indicated in the budget.
- Provide needed support including office space, telephone use, and computer use for afterschool staff.

- Provide classroom space or other appropriate space to accommodate the afterschool program.
- Provide custodial support, office support, and other appropriate support to ensure the program runs smoothly and that children are safe afterschool.
- Be responsible for purchasing necessary materials/supplies for designated components in accordance with the 21st CCLC budget.
- Support staff in trainings and professional development opportunities in areas related to afterschool programming and issues.
- Participate in the evaluation of the afterschool program at the local, state, and federal levels.
- Complete paperwork related to and association with the program.
- Provide access to assessment and other available data for the purposes of program evaluation.
- Assist the program in developing, implementing, and making progress on its sustainability plan.
- The Program Director will participate in statewide meetings, workshops, and conferences.
- Recruit and refer students to the afterschool program.
- The Program Director or other appropriate person will participate on the Afterschool Advisory Team.

For a school partner, the following may apply:

- Hire, supervise, and evaluate designated afterschool positions in consultation with the Program Director.
- Assume payroll responsibilities for afterschool positions, as budgeted.
- Provide classroom space or other appropriate space to accommodate the afterschool program.
- Recruit and refer students to the afterschool program.
- Communicate and collaborate with all partners.
- Support the afterschool program in developing appropriate curricula, running an effective homework or tutoring program, and establishing linkages with the school day.
- Establish a collaborative relationship between school day staff and afterschool staff.
- Complete paperwork related to and associated with the program.
- Provide access to assessment and other available data for the purposes of program evaluation.
- Participate in the evaluation of the afterschool program at the local, state, and federal levels.
- Assist the program in developing, implementing, and making progress on its sustainability plan.
- The Program Director or other appropriate person will participate on the Afterschool Advisory Team.

For a community partner, the following may apply:

- Hire, supervise, and evaluate designated afterschool positions in consultation with the Program Director.
- Assume payroll responsibilities for afterschool positions, as budgeted.
- Provide appropriate space or programming to accommodate the afterschool program.
- Recruit and refer students to the afterschool program.
- Communicate and collaborate with all partners.
- Establish a collaborative relationship between organization staff and afterschool staff.
- Complete paperwork related to and associated with the program.
- Provide access to assessment and other available data for the purposes of program evaluation.
- Participate in the evaluation of the afterschool program at the local, state, and federal levels.
- Assist the program in developing, implementing, and making progress on its sustainability plan.
- The Program Director or other appropriate person will participate on the Afterschool Advisory Team.

VI. Decision Making Process

Suggested language follows. Local areas have the flexibility to tailor language to meet local needs.

- All major administrative decisions concerning policy and personnel of the afterschool program shall be brought to the Afterschool Advisory Team. The Advisory Team consists of (list partners) and the Program Director. Decisions will be reached by group consensus whenever possible and appropriate. The Advisory Team will meet at least six times per year or as needed, if necessary. The Program Director will oversee and make all day-to-day decisions, in consultation with the direct service team, when appropriate for the operations of the program. If partners cannot come to a mutual agreement, the Director of the lead agency will have final decision-making authority.
- The Program Director will bring issues from the director service team to the Advisory Team. He/she will be responsible for clarifying policies and program goals with the direct service team. The Program Director will supervise all afterschool staff in their role with the afterschool program. Collaborators will have program and technical oversight of staff in their agencies.
- Hiring and firing of the appropriate staff will be the responsibility of the agency for which they will. The Program Director will assist partners in interviewing and hiring staff that will be working in the afterschool program through their respective agencies. In addition, the Program Director will provide input into the performance evaluation of all partner agency staff working with the afterschool program.

VII. Meetings

Suggested language follows. Local areas have the flexibility to tailor language to meet local needs.

- The Afterschool Advisory Team will meet at least six times per year about key decisions and issues related to successful program implementation.
- The Afterschool Program direct service staff will meet regularly as described to discuss program issues and planning, participate in professional development opportunities, or other.

VIII. Funding

Suggested language follows. Local areas have the flexibility to tailor language to meet local needs.

Funding will be provided through the Vermont Department of Education 21st CCLC grant and will be allocated to partners as noted on the attached budget. In addition, key partners will provide significant levels of funding and allowable match to support program sustainability. For program year _____ the amount will be \$ _____.

IX. Procedures for Modification and Termination

Suggested language follows. Local areas have the flexibility to tailor language to meet local needs.

- The MOA may be modified, revised, extended, or renewed by mutual written consent of all parties, by the issuance of a written amendment, signed and dated by all parties. Submission of a revised MOA does not necessarily require a modification to the local plan.
- Any party of the MOA may terminate their participation in this MOA by giving not less than (90) calendar days' prior written notice of intent to terminate to each of the partners. In such case, termination by one or more of the parties to this MOA does not alter the terms or obligations of the other parties to this MOA.
- An individual partners' participation in the afterschool program may be terminated for non-compliance with the MOA provided the other parties provide 30 days' written notice clearly outlining the reasons for the termination. The termination letter shall be sent to all parties certified mail. The partner to be terminated may appeal this decision by responding in writing to the termination notice within 14 days of receipt. The partners shall then convene a meeting, prior to the 30-day termination date, to discuss the appeal. If the partners cannot come to a mutual agreement to terminate the partner or alter their responsibilities so they can adequately participate in the MOA, the Director of the lead agency shall make the final determination.

X. Severance Clause

Suggested language follows. Local areas have the flexibility to tailor language to meet local needs.

If any part of this agreement becomes unenforceable or illegal, then the agreement will continue in force, but the offending provision(s) shall be severed from the agreement and will have no effect on the remaining services agreed to and associated performance.

XI. Signatures

All partners in this agreement sign to confirm their acceptance of its terms by their signature.

Lead Organization

Director

Date

Key Partner

Director

Date

Key Partner

Director

Date

Key Partner

Director

Date

Appendix H

21ST CENTURY COMMUNITY LEARNING CENTERS INTENT TO APPLY Due November 19, 2010



- (1) **Name of Project:**
- (2) **Fiscal Agent:**
- (3) **Contact Person:**
- (4) **Phone:**
- (5) **Email:**
- (6) **Position/ Title:**
- (7) **Number of Sites/ Schools:**
- (8) **Grade Levels of Students to be Served:**
- (9) **Names of Sites/ Schools** (please note that ALL sites/schools must meet the eligibility requirements specified on page 2 of the grant application):
- (10) **Key Partners:**
- (11) **Estimated Amount (in \$\$) to be Requested:**
- (12) **Please provide a brief description of the proposed project (1 paragraph):**

An electronic copy of the INTENT TO APPLY must be received by Emanuel Betz at the Vermont Department of Education (Emanuel.Betz@state.vt.us) no later than **5:00 p.m. on November 19, 2010.**